DOCUMENT RESUME

ED 198 133 SP 017 544

AUTHOR Allen, Paul: And Others
TITLE Tucson Desegregation Model for Teacher Training.
INSTITUTION Arizona Univ., Tucson.
SPONS AGENCY Department of Education, Washington, D.C.
PUB DATE 10 Dec 80
NOTE 14p.: Presented to the National Council of States on Inservice Education (San Diego, CA, December 10, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cultural Pluralism: Inservice Teacher Education: *Multicultural Education: Postsecondary Education: *School Desegregation: School Districts: Social Integration: *Teacher Attitudes: *Teacher Behavior: *Teacher Education Programs
IDENTIFIERS *Race Desegregation Training Institute

ABSTRACT

A training institute was designed by the University of Arizona and the Tucson Unified School District to address both common and individual needs of teachers in meeting local school desegregation goals. The summer institute included instruction in the following areas: core-human behavior and teacher self appraisal: equal opportunity in the classroom: parent involvement: management and discipline: administrator planning: special project meetings: and a Cultural Literacy Laboratory. Tucson's multi-ethnic school population is noted, and teacher attitudes, behaviors, and beliefs are addressed. The importance of reinforcement and support is built into the follow up program of the Tucson Model, which focuses on needs identified by teachers in their individual schools. Information on the Cultural Literacy Laboratory is presented, in which cultural literacy is defined as insight into one's own culture, understanding of frust-ation and tolerance levels, and the ability to work effectively with people who are culturally different. The underlying assumptions, major premises, and objectives are given for the Lab. A Cultural Literacy Laboratory Checklist and references on the study of culture are appended. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TUCSON DESEGREGATION MODEL

FOR TEACHER TRAINING

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William Beck
Paul Allen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Desegregation Institute
The University of Arizona
in cooperation with
The Tucson Unified School District

Dr. Paul Allen, Director - The University of Arizona
College of Education
Dr. Mary Jeanne Munroe, Assistant Director
- The University of Arizona
College of Education
Mrs. Nora Grigg, Desegregation Resource Teacher
- Tucson Unified School District
Dr. William Beck, Follow-up Coordinator
- The University of Arizona
College of Education

Presenters:

Dr. William Beck, The University of Arizona, College of Education
Mrs. Nora Grigg, Tucson Unified School District
Dr. Herbert B. Wilson, The University of Arizona, College of Education

National Council of States on Inservice Education
10 December 1980
San Diego, California

The Race Desegregation Training Institute was funded under Title IV of the Civil Rights Act by the U. S. Department of Education.

ED198133
SP 017 544

In June of 1978, the United States District Court ordered Tucson Unified School District to eliminate any vestiges of racial or ethnic segregations or discrimination, based on race or ethnicity. By September of 1979 implementation of the desegregation process was proceeding in the Phase I and Phase II schools. A joint endeavor of the University of Arizona and Tucson Unified School District designed a training institute to contribute to the successful development of these plans.

Tucson Model for Effective Instruction is based on the belief that desegregation originates outside the classroom and inside the educator's head. One's beliefs, perceptions and expectations about one's self and others, one's beliefs about how learners will perform and how a class should be organized; one's ability to act upon these beliefs and perceptions is where instruction and development of curriculum materials actually begin. Knowing that students are poor, or Black, or Native American, or Mexican-American is helpful, but it does not tell how capable each child is or how to interact in the classroom. What a teacher makes of this knowledge depends a great deal upon what a teacher <u>is</u> and his/her competence as a teacher.

The training institute was designed to address both common and individual needs. The organization of the institute provided opportunities for coordination and feedback daily through the core. Content of individual workshops emphasized areas of concern identified in the needs assessment. This pattern facilitated the integration of concepts relevant to attitudes, perceptions and knowledge about self and others.

The structure of the summer institute follows:

	DATES July 14 - July 29 2½ weeks		DATES July 30 - August 15 2½ weeks	
8:00 a.m. 8:50	Core-Human Behavior and Teacher Self Appraisal (All participants involved) Goal I		Core-Human Behavior and Teacher Self Appraisal (All participants involved) Goal I	
9:00 10:40 a.m.	Equal Opportunity in the classroom - Goal III	Parent Involvement Goal V	Equal Opportunity in the classroom - Goal III	Management and Discipline Goal IV
10:50 12:30 p.m.	Cultural Lab Goal II	Management & Discipline Goal IV	Cultural Lab Goal II	Administrator Planning Goal VII
12:30 *	Special project meetings or meeting of Bldg. faculties. Goal VI		Special project meetings or meeting of Bldg. faculties. Goal VI	

* Afternoons may be used for special assignments, projects and independent study.

Goals:
- I. Awareness of one's beliefs about human behavior and systems of self-appraisal.
- II. Cultural literacy and cross cultural sensitivity skills.
- III. Communication and interpersonal skills leading to equal opportunity in the classroom.
- IV. Methods and materials for classroom organization, management and discipline.
- V. Home-school communication, parent involvement and teacher aide.
- VI. Specific instructional skills and materials for desegregated schools.
- VII. Administrative organization and support for year-long implementation of institute results.

Rationale for the institute recognized the controlling influence of beliefs and perceptions in teaching style and content. Emphasis in each of the specific activities maintained the focus on these critical factors.

Research supports the need for a planned process for change to achieve internal locus of control for students. Curriculum materials, classroom procedures and teacher behaviors affect this change process. Since teacher behavior is the variable over which educators have the greatest control, what a teacher (aide, secretary, administrator) does in the classroom makes a difference!

Research has verified variables which support student achievement. Teacher-student interactions focusing on these behaviors need to be practiced by classroom teachers if they are to affect the learning environment. Techniques and strategies which motivate students are readily adapted to all teaching-learning settings.

Classroom control and management continued to be a major concern for educators. The model identifies preventive approaches and those related to teacher organizational patterns. The M.O.S.T. approach is a component in the Tucson Model. This comprehensive process was developed by a teacher in the institute and affects the total school climate.

The integration of Tucson Schools requires a cultural awareness and sensitivity. The Cultural Literacy Lab helps identify one's own culture or ethnicity and develops adequate cross cultural communication skills. It is currently being adapted for junior high level. There are numerous skills and techniques taught in the Lab to help individuals examine their views and become more aware of the components of race, culture, ethnicity, socioeconomic class, and themselves. Tucson is, according to some scholars, the oldest continually inhabited settlement in the country. It carries its historically multi-ethnic flavor into the present as its population imprint the culture of the community to a

significant degree. The breakdown of TUSD school population is: American Indian students - 2.3%, Black - 5.2%, Asian - 1.4%, Hispanic - 28.4% and Anglo - 62.7%.

Cultural diversity of the school population impacts on parent involvement, communication and community expectations. Techniques to enhance home-school relations are a continued emphasis of the community representative.

For integration to be successful, leadership styles must recognize the 3 R's of rights, respect and responsibility for all school clientele.

The training institute has addressed administrative patterns based on trust relationships school-wide.

To accomplish changes in attitudes requires time. If change is to be maintained, a system for reinforcement is necessary. Such a support system is built in the Follow Up program of the Tucson Model. These staff development activities are teacher initiated and focus on the needs identified by teachers in their individual schools.

Evaluation of the effectiveness of the Tucson Model which includes self awareness, beliefs and attitudes, cultural awareness and sensitivity and, interaction in the classroom requires a longitudinal study. Evidence of participants' new knowledge, their ability to verbalize and demonstrate self and cultural awareness and their development of new strategies and materials is documented for the summer institute. Monthly follow up activities, workshops and seminars, initiated by teachers, evidence the desire for continued professional growth. Teachers have exhibited leadership in their roles in identifying inservice and staff development to address specific needs.

The Cultural Literacy Laboratory is presented as an illustration of one of the seven components provided during the 1980 Summer Institute The Lab is designed to involve the participant with both culture general and culture specifics skills, techniques, and data to improve one's cultural literacy.

Cultural Literacy is defined as recognition or awareness or one's own culture or enthnicity and the development and utilization of skills and techniques to more adequately function in cross cultural situations. The Model was developed under the direction of Dr. Herbert B. Wilson with assistance from students in a doctoral seminar at the University of Arizona, College of Education. At this time some 4,000 students have participated in the Lab over the past ten years.

CULTURAL LITERACY LABORATORY

Herbert B. Wilson
Professor, Educational Foundations and Administration
College of Education
The University of Arizona
Tucson, Arizona 85721

The Cultural Literacy Laboratory (a systematic series of interaction skills, learning experiences, source materials, communication methodologies and field tasks) is designed to combine the theoretical aspects of crosscultural communication and field work with practical application. The goal of the laboratory is to assist a person in a "helping profession" acquire skills and techniques for more effective crosscultural communication.

CULTURAL LITERACY DEFINED

Recognition of areas of cultural continuity or discontinuity provides the base for cultural literacy. While total continuity between two cultures is not desirable, knowing the degree and range of discrepancies between cultural areas and belief system components will indicate potential communication problems that need to be ameliorated in order to develop more effective transcultural interaction.

"Cultural literacy" is defined as insight into one's own culture and includes some understanding of one's own frustration and tolerance levels, the ability to work effectively with people who are culturally different and to demonstrate the skills this requires. Cultural literacy is being aware of one's ethnicity and possessing the skills of cross-cultural communication.

ASSUMPTIONS

Underlying Assumptions

The learning experiences of the Laboratory are based on these major assumptions:

1. The entry behavior of each individual is unique and is accommodated in the laboratory by self-directed extension of skill sessions and reading.

2. Cultural literacy is developed through the identification of the intra-relationships between self and the "generalized other;" through the phenomenclogical self and the phenomenological field.

3. Learning is an outgrowth of practical, goal-directed, problem-solving behavior. We comprehend ourselves primarily through what we do.

Underlying Assumptions (Continued)

4. Most learning is more effective through a combination of intra-action and inter-action of theory and practice in small and large, familiar and unfamiliar groups.

5. Experiences emerge out of behavior as interpreted by the self. The nature and content of knowledge is relative to whatever conditions are at hand and is determined subjectively through the processes of practical (instrumental) response with respect to existing problems and values. Ultimately man is his behavior.

6. Impact tasks seemingly focus on tasks, but in reality they are to focus on self and the influence of the self-system on the situation. The individual creates the impact and alters the relationship and cultural environment by his presence.

7. The theoretical base of laboratory learning inherent in one set of practical circumstances is designed to transfer to another set of circumstances.

MAJOR PREMISES

The major premises of the Lab are:

1. Insight into one's own culture is essential to enlarge a person's recognition of one's ethnicity and to communicate effectively in transcultural situations.

2. A combination of intellectual input and interaction develops attitudes and skills for transcultural communication which more effectively prepares the participant for more in depth penetration of a target culture, and specifically a culture that is different from his own.

3. There must be an opportunity for the participant to have an impact in the target culture in order to test the tools, skills, and techniques acquired during the readiness period. The impact period or tasks cannot be haphazard, they must be planned and structured.

4. Upon the completion of the first three stages in the development of cultural literacy, there must be an analysis and diagnosis based upon pre-test and post-test scores. Diagnosis and analysis are designed to identify and develop areas that might transfer to the situation that is the professional goal or milieu of the participants.

MAJOR PREMISES (Continued)

The Laboratory model is developmental and the process sequential. While it is recognized that each participant's laboratory entry behavior is idiosyncratic, the skills and Laboratory assignments can be practised at many levels of sophistication.

OBJECTIVES

A person who completes the Cultural Literacy Laboratory is one who can identify characteristics of his own culture or ethnicity with increased clarity and demonstrate the use of crosscultural communication skills in a variety of culturally divergent situations.

A culturally literate person is one who can:

- identify the major characteristics of his own culture
- identify and use the skills of crosscultural communication
- identify some of the major values of his own and of a selected target culture
- recognize social role expectations and conflicts and distinguish these from his own culture and selected target culture
- identify areas of own culture and selected target culture which are similar and different
- describe some of the historical and socio-cultural background of the selected target culture

A culturally literate educator is one who can:

- relate the curriculum and instructional program to improve or maintain the self-concept of the culturally different learner by bridging cultural differences
- identify and use curriculum and instruction materials and media which tend to minimize the cultural discontinuity between the culture of the learner and the school culture
- prepare curriculum and instructional materials to develop meaningful cognitive and affective skills for culturally different learners
- use multicultural resources available in the learner's population and environment
- recognize his own limitations of teaching in a culture different from his own
- develop useful home-school relations which result in minimal interference between home culture and school culture
- relate comfortably with learners and other members of the target culture and provide opportunity for them to relate comfortably with him

Tasks which school personnel who have been participants in the Cultural Literacy Laboratory may decide to undertake:

- observations in the classroom and students' communities to better distinguish specific culturally-based problems related to behavior and/or learning styles.

OBJECTIVES (Continued)

- develop specialized curriculum and instructional materials for specific use in desegregated schools.
- develop community-school programs to realistically involve the school/parents/students in desegregated schools.
- develop more culturally appropriate evaluation models.
- develop units to teach students cultural literacy skills.
- develop skills in home visitation that would reflect cultural field work techniques.

MODEL

The Lab is designed to meet the time and priority needs of the participants. The length and depth of Readiness and Impact Tasks in the target culture controls the amount of time required for a Lab. A Mini-Lab can be as short as two days. A full length Lab requires about 12 to 15 hours of Readiness plus outside-of-Lab assignments including Impact Tasks. A minimum of 25 hours is recommended for Impact in a selected target culture to observe and gather culture specific data.

The Model can be modified to meet individual requirements. A summary of some of the major skills that are identified and taught in the Lab are outlined on the Impact Task checklist on the page following the Model.

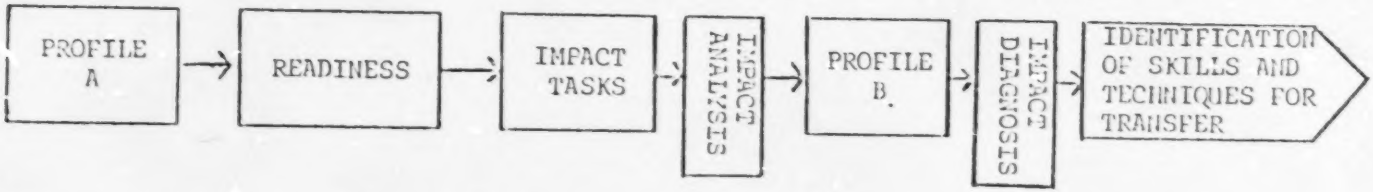
Participants who have gone through the Laboratory have reflected in their field diaries and through the instrumentation, a keener sense of awareness of their own values and culture. The hidden agenda is to specifically recognize that one's own value system and culture is the key to ameliorating value shock and cultural shock. This key when uncovered and explored provides the participant with a stronger sense of his own ethnicity. The conscious effort to overcome the hesitancy to explore one's own culture provides a methodology, and a cognitive and effective sense of power, to work more effectively in overcoming value shock and the debilitating aspects of culture shock. Effective cross-cultural communications require this kind of self-insight and growth, which for most participants must be planned and developed sequentially.

University of Arizona
College of Education

CULTURAL LITERACY LABORATORY

CULTURAL LITERACY LABORATORY MODEL © 1972:

Cultural Literacy = Knowledge of Own Culture and Skills of Cross-Cultural Communication



PROFILE A = Cultural Literacy Inventory; Rokeach E; Personal Questionnaire

READINESS = Interaction Skills; Cross-Cultural Communication Skills; Fieldwork Techniques (Hall's Map of Culture); Interviewing Techniques; Use of Informants; Cues (Verbal and Non-Verbal); How to Observe (Observation and Participation); Field Diary (Recording); Valuing Clarification; Fieldwork Assignments and Feedback

IMPACT = Impact Tasks; Fieldwork; Use of Map of Culture for Impact Tasks; Practicing Cultural Transactional Skills Developed in Readiness

PROFILE B = Repeat of Profile A Except for Personal Questionnaire

IDENTIFICATION OF SKILLS AND TECHNIQUES FOR TRANSFER OF CULTURAL LITERACY

CULTURAL LITERACY LABORATORY IMPACT TASK CHECKLIST

The content, skills, or techniques suggested on this checklist are designed to develop more effective crosscultural communication skills. Use this checklist to assist you in doing your Impact Tasks in the Target Culture.

1. Culture Theory	
Evidence of:	
1.1 Informal culture	
1.2 Formal culture	
1.3 Technical culture	
2. Crosscultural Communication	
2.1 Verbal communication	
2.2 Paralanguage (nonverbal)	
2.2.1 Tone	
2.2.2 Decibils	
2.2.3 Gestures	
2.2.4 Nonlanguage (grunts, sighs, etc.)	
2.3 Other cues, signs or symbols	
3. Field Work (Observing, Recording, Analyzing, Reporting)	
3.1 Your role	
3.1.1 Complete participant	
3.1.2 Participant as observer	
3.1.3 Observer as participant	
3.1.4 Complete observer	
3.2 Range of information	
3.2.1 Public	
3.2.2 Confidential	
3.2.3 Secret	
3.2.4 Private	
3.3 Use of informants	
3.3.1 Knowledgeable and exposed to data	
3.3.2 Sex and socioeconomic range	
3.3.3 Age and educational range	
3.3.4 Willing to cooperate	
3.4 Interviewing and questioning techniques	
3.4.1 Open-ended questions	
3.4.2 Reflective questions	
3.4.3 Summary questions	
3.4.4 Problem questions	
3.4.5 Increase common knowledge--reduction of blind spots and secrets. Use giving and receiving feedback skills. Use interpreters if necessary.	
3.4.5.1 Timing	
3.4.5.2 Talk about things that are possible	
3.4.5.3 Don't over-burden	
3.4.5.4 Give something of yourself	
3.4.5.5 Check to make certain information is correct and clear	
3.5 Observation/Participation	
3.5.1 Describe objectively	
3.5.2 Infer subjective	
3.5.3 Clarify values	
3.6 Field Diary (will be kept confidential)	
3.6.1 Introduction	
3.6.2 Record objective in one column	
3.6.3 Record subjective opposite on same page	
3.6.4 Analyze and summarize	

REFERENCES

Arensberg, Conrad, and Arthur Niehoff. Introducing Social Change: A Manual for Americans Overseas. Chicago: Adline Publishing Co., 1964.

Bock, Philip. Culture Shock. New York: Alfred A. Knopf, 1970.

Cleveland, Harland, and others. The Overseas Americans. New York: McGraw-Hill, 1960.

Goodenough, Ward H. Cooperation in Change. New York: Russell Sage Foundation, 1963.

Hall, Edward T. The Silent Language. Greenwich: Fawcett Publications, Inc., 1959.

Hall, Edward T. Beyond Culture. Garden City: Anchor Books, 1977.

Kelley, Earl C. Education for What Is Real. New York: Harper, 1948.

Linton, Ralph. The Study of Man. New York: Appleton-Century-Crofts, Inc., 1936.

Oberg, Kalervo. "Culture Shock and the Problems of Adjustment of New Cultural Environments." Washington, D.C.: U. S. Department of State, Foreign Service Institute, 1958. (Mimeographed.)

Rokeach, Milton. The Open and Closed Mind: Investigations into the Nature of Belief Systems and Personality Systems. New York: Basic Books, Inc., 1960.

Snygg, Donald, and Arthur Combs. Individual Behavior. New York: Harper, 1949.

Spindler, George D. The Transmission of American Culture. Cambridge: Harvard University Press, 1959.

Triandis, Harry C., and others. Analysis of Subjective Culture. New York: John Wiley and Sons, 1972.

Wilson, Herbert B. "Cultural Literacy Laboratory," McGill Journal of Education, Vol. IX, No. 1 (Spring, 1974), pp. 86-95.

Wilson, Herbert B. "Value Shock - A Block to Cross Cultural Communications." AASCD 1974 Yearbook. J. J. Jelneck, Editor. Tempe: Arizona State University, 1974.

Wilson, Herbert B. with Jo Featherston and Jane Gillespie. Cultural Literacy Laboratory Workbook. Tucson, 1972.